



Douglas Elementary

215 S.E. Diggs Road
Trenton, S.C. 29847

Grades	PK-5 Elementary School	
Enrollment	275 Students	
Principal	Cherya A. Clark	803-275-1752
Superintendent	Dr. Mary Rice-Crenshaw	803-275-4601
Board Chair	Sallie B. Cooks	803-663-6539

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	Below Average
2007	At-Risk	At-Risk
2006	Below Average	Good
2005	Average	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

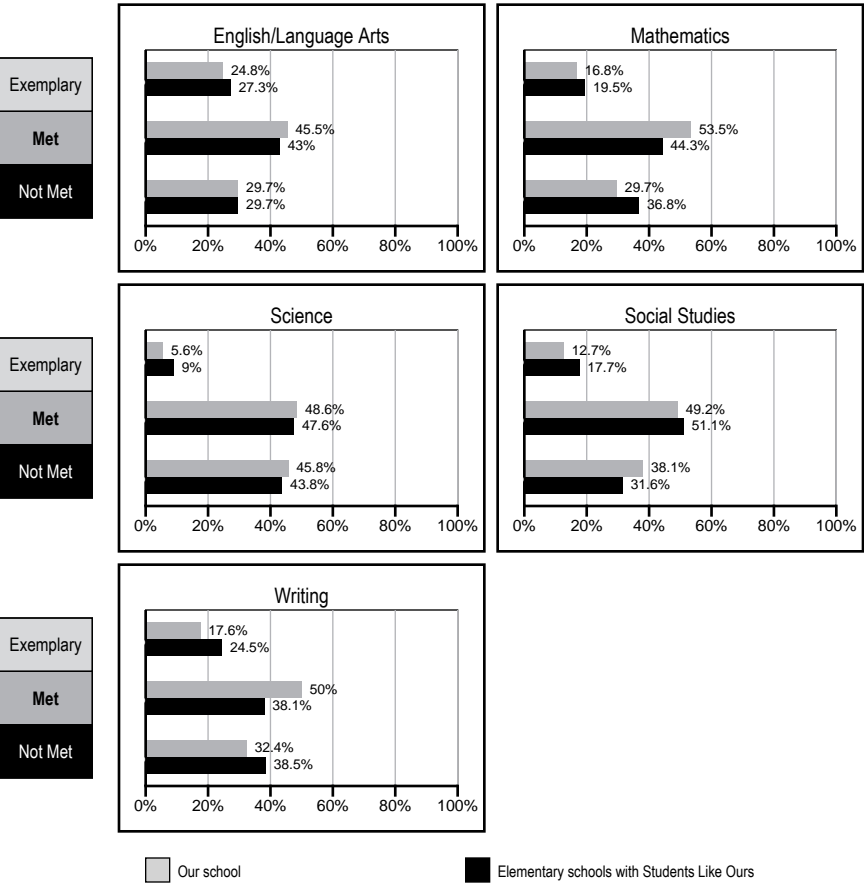
100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	82	30	5

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=275)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.4%	Down from 8.6%	2.5%	1.9%
Attendance rate	95.2%	Down from 95.8%	96.0%	96.3%
Eligible for gifted and talented	5.4%	Up from 1.4%	6.1%	10.0%
With disabilities other than speech	12.3%	Down from 16.1%	9.0%	7.7%
Older than usual for grade	2.9%	Down from 4.9%	0.8%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Up from 0.0%	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	56.0%	Up from 42.9%	57.1%	59.4%
Continuing contract teachers	96.0%	Up from 75.0%	76.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.4%	Down from 89.9%	84.7%	85.9%
Teacher attendance rate	94.9%	Up from 94.1%	95.1%	95.1%
Average teacher salary*	\$44,178	Up 3.4%	\$46,051	\$47,149
Professional development days/teacher	11.7 days	Down from 14.7 days	11.7 days	11.1 days
School				
Principal's years at school	1.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	10.8 to 1	Down from 14.1 to 1	17.9 to 1	18.8 to 1
Prime instructional time	89.2%	Up from 88.1%	89.9%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,968	Up 6.7%	\$7,759	\$7,458
Percent of expenditures for instruction**	71.6%	Up from 70.4%	68.3%	68.8%
Percent of expenditures for teacher salaries**	66.6%	Up from 65.4%	62.2%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The 2008-2009 school year at Douglas Elementary was filled with intense learning opportunities for students and staff. We have worked to meet the diverse needs of our students to ensure they are getting the best classroom instruction and that our students will not be left behind. Using PACT and MAP data, we implemented a Focused School Renewal Plan to address three areas in need of improvement: math, writing, and science. Teachers collaborated with external review team members to develop goals and strategies to improve student achievement in math, writing, and science. We adopted three instructional programs to help meet our goals: Math Out of the Box, Write from the Beginning, and Full Options Science System.

Our students experienced much success throughout the school year while being exposed to various activities that occurred on campus this year. Many students were on the honor roll for the entire school year. From fall to spring the majority of our students' MAP scores increased dramatically. Everyday they attended a thirty minute, hands-on math academy in which they were grouped according to MAP data. We held an after school program that was tailored to help meet our Focused School Renewal Plan goals. We held our first Science Day with local agencies and high school students volunteering their time to provide inquiry based science investigations. Vehicle Career Day exposed students to a variety of careers.

The foundation of the school rests on the shoulders of our teachers who have applied themselves beyond the call of duty. Many teachers are pursuing or have completed graduate degrees, many more attended conferences, several applied for grants, some are National Board Certified teachers, and one teacher started the first local reading council within the district. All our teachers have welcomed and attended many professional developments this year in order to effectively implement our new instructional programs. Our teachers have demonstrated they are willing to do whatever it takes to ensure all our students are successful.

Our parents, community members, and the district staff have all played a major role in helping Douglas strive towards excellence. Many improvements have been made and we are a committed staff that will continue to work together to improve our school. Please continue to support Douglas Elementary and our efforts in moving from a good school to a great school.

Cherya Clark, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	37	25
Percent satisfied with learning environment	78.3%	83.8%	76.0%
Percent satisfied with social and physical environment	95.7%	73.0%	96.0%
Percent satisfied with school-home relations	78.3%	83.8%	76.0%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	CSI-DELAY
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.2%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	127	97.6	28.2	45.5	26.4	82.7	85.4	82.8	Yes	Yes
Gender										
Male	66	95.5	27.8	50	22.2	83.3	82	79.3	N/A	N/A
Female	61	100	28.6	41.1	30.4	82.1	89.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	38	100	22.2	55.6	22.2	91.7	90.7	89.5	I/S	I/S
African American	79	96.2	30	41.4	28.6	80	78.9	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	84.6	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	22	86.4	40	33.3	26.7	86.7	53.4	52	I/S	I/S
Migrant Status										
Migrant	1	I/S	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	83.3	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	101	97	32.1	46.4	21.4	79.8	79.4	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	127	97.6	29.1	52.7	18.2	78.2	79.8	78.9	Yes	Yes
Gender										
Male	66	95.5	29.6	51.9	18.5	74.1	78.4	77	N/A	N/A
Female	61	100	28.6	53.6	17.9	82.1	81.3	80.9	N/A	N/A
Racial/Ethnic Group										
White	38	100	16.7	66.7	16.7	86.1	87.8	87.2	I/S	I/S
African American	79	96.2	32.9	48.6	18.6	77.1	70.2	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	76.9	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	22	86.4	46.7	33.3	20	60	45.9	45.5	I/S	I/S
Migrant Status										
Migrant	1	I/S	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	66.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	101	97	34.5	51.2	14.3	73.8	72.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	85	98.8	44.2	46.8	9.1	55.8	65.8	67.5
Gender								
Male	45	97.8	44.7	50	5.3	55.3	65.3	67
Female	40	100	43.6	43.6	12.8	56.4	66.4	68
Racial/Ethnic Group								
White	24	95.8	52.4	38.1	9.5	47.6	76.7	79.5
African American	56	100	39.6	52.8	7.5	60.4	53	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	75	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	15	100	58.3	16.7	25	41.7	32.4	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	58.3	59.6
Socio-Economic Status								
Subsided meals	65	98.5	45.6	45.6	8.8	54.4	54.4	55.1

Social Studies

All Students	80	100	39.4	49.3	11.3	60.6	69.4	72.3
Gender								
Male	38	100	37.5	43.8	18.8	62.5	71.1	71.5
Female	42	100	41	53.8	5.1	59	67.5	73.2
Racial/Ethnic Group								
White	23	100	40.9	50	9.1	59.1	77.7	80.7
African American	49	100	32.6	55.8	11.6	67.4	60.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	8	I/S	I/S	I/S	I/S	I/S	58.1	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	40.7	43.5
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	50.7
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	38.9	67.9
Socio-Economic Status								
Subsided meals	63	100	44.4	44.4	11.1	55.6	60.1	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	128	89.1	32.4	50	17.6	67.6	73.7	70.2	95.2	96.3
Gender										
Male	67	89.6	35.8	50.9	13.2	64.2	66.8	63.2	94.7	96.1
Female	61	88.5	28.6	49	22.4	71.4	81.4	77.5	95.9	96.5
Racial/Ethnic Group										
White	39	84.6	29	61.3	9.7	71	80.9	79.1	94.4	96
African American	79	91.1	32.8	46.3	20.9	67.2	65.1	57.6	95.3	96.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	N/A	96.5
Hispanic	10	I/S	I/S	I/S	I/S	I/S	69.2	62.6	96.9	97
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	88.1
Disability Status										
Disabled	21	33.3	I/S	I/S	I/S	I/S	30.5	26.1	91.4	95.2
Migrant Status										
Migrant	2	I/S	N/A	N/A	N/A	N/A	I/S	54.7	96.7	97.1
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	61.9	61.2	97.2	97.6
Socio-Economic Status										
Subsidized meals	102	89.2	36.7	49.4	13.9	63.3	65.3	58.9	94.9	96

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	37	100	27.3	45.5	27.3	72.7
	4	44	100	30.8	41	28.2	69.2
	5	46	93.5	26.3	50	23.7	73.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	37	100	36.4	42.4	21.2	63.6
	4	44	100	25.6	59	15.4	74.4
	5	46	93.5	26.3	55.3	18.4	73.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	19	100	55.6	38.9	5.6	44.4
	4	42	100	45.9	45.9	8.1	54.1
	5	24	95.8	31.8	54.5	13.6	68.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	18	100	52.9	41.2	5.9	47.1
	4	42	100	32.4	62.2	5.4	67.6
	5	20	100	41.2	29.4	29.4	58.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	37	97.3	28.1	40.6	31.3	71.9
	4	43	83.7	35.3	52.9	11.8	64.7
	5	48	87.5	33.3	55.6	11.1	66.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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